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Stress Factors and Job Satisfaction Amongst Community College Lecturers in Pahang

Nik Mas Alini Badrudin @ Muhamad^{1,*}

¹ Kolej Komuniti Temerloh, Bypass Batu 2 Jalan Temerloh, Jln Temerloh - Mentakab, Mentakab, 28400 Mentakab, Pahang, Malaysia

ABSTRACT

Previous studies have shown that stress can cause lack of job satisfaction among educators. Workload factor and student attitude are often issues experienced by lecturers nowadays. This study investigated the stress factor and job satisfaction amongst the lecturers at community colleges in Pahang. A quantitative survey method was used in this research. An online survey was conducted on 107 lectures in Pahang community colleges. The data obtained were analysed descriptively and the Statistical Package for Social Science (SPSS) version 26 was used. The results showed that workload factor was more dominant than student attitude factor, which contributed to the stress of lecturers. The results also revealed that the level of job satisfaction amongst community college lecturers in Pahang was also at a moderate level. As for the implications of this study, it contributes to the corpus of knowledge in the area of stress factor and job satisfaction. This is to assist the community colleges in Pahang to help their lecturers reduce stress and get better job satisfaction.

Keywords:

Lecturer, stress, workload, student attitude,
job satisfaction

1. Introduction

Lecturers or teachers are very important professions in applying and imparting knowledge to the people. This profession is a field of work that requires a high commitment in ensuring the application of knowledge to the generation of Malaysians [1]. The field of education is one of the challenging fields in our country. Statistics by the Ministry of Education Malaysia showed that a total of 4.4 percent or 2123 out of 48, 258 educators have been identified as experiencing moderate to high work stress due to various environmental factors [2]. In the context of the higher education system in Malaysia, lecturers are bound by seven (7) scopes of duties or known as 7Ps, namely teaching and learning, publishing, supervision, research, consulting, writing, and also social services to the community [3]. The scope of tasks needs to be achieved either at the national or international level. Higher merit is given to lecturers who can participate at the highest level. Sometimes, lecturers are burdened with tasks that are not related to teaching and learning, such as co-curricular activities, attending meetings, conducting student programmes, managing student welfare, as well as management tasks [4]. Apart from that, lecturers are also bound by administrative duties such as being a member of certain committees and associations, including holding rotating positions in the administrative structure of

* Corresponding Author.

E-mail address: nikmasalini@kkmen.edu.my

their respective institutions. The scope of these tasks has different weighting values to achieve. Nevertheless, it requires the cooperation of the lecturers to provide high commitment for each scope. All of these responsibilities can put pressure on lecturers as they have to work overtime. Overtime and not being able to give time to personal life will be the cause of employees experiencing stress[5]. A study [6] found that academic workload, student-related issues, research and career development, interpersonal relationships, as well as administration-related issues have been identified as significant factors contributing to lecturers' stress levels.

Stress in organisations occurs when the work required does not match the capabilities, resources, and needs of the employees. Lecturers who experience stress will show changes in behaviour and adversely affect aspects of personal and organisational health [7]. When stress is prolonged, it will affect the physical aspects of a person and be prone to dangerous diseases such as high blood pressure, heart disease, and weakened immune system [8]. Work stress at a high level will usually cause dissatisfaction with work, avoidance and neglect of work, frustration, aggression, anxiety, absenteeism, and decreased work performance [9]. Due to some of these conditions, a study was conducted to identify the stress factors and job satisfaction among Pahang Community College lecturers.

This research is conducted to identify stress factor and job satisfaction amongst lecturers in Pahang community colleges. Therefore, to achieve the objective, the research question has been formed, which is to identify the mean score of stress factor score and job satisfaction.

2. Methodology

In this research, survey method was used by collecting data from the studied group. This study was a descriptive research. A quantitative approach was adopted to obtain the required data. In this study, the population consisted of 272 lecturers from 11 community colleges in Pahang. From the population, a total of 107 sample persons were respondents for this study. In this study, the researcher used a simple sampling method. This method was adopted because the data collection process was easier, faster, and did not require just any lecturer to fill out the questionnaires. So, only available lecturers would fill out the forms.

Questionnaire forms were used as instruments to obtain information and data in identifying stress factor and job satisfaction. Each respondent was given a set of questionnaires to answer. The data and information obtained were needed to perform analysis and conclusions. The set of questionnaires consisted of five parts. Part A was related to the demographics of the respondents (seven questions), Part B was related to workload (16 questions), Part C related to student attitude (13 questions), and Part D related to job satisfaction (15 questions). The total number of questions answered by the respondents was 51.

Table 1

Division of the questionnaire

Section	Instrument number	Num. of item	Factor
A	Q1 –Q7	7	Demographic
B	Q8 – Q23	16	Work load
C	Q24 – Q36	13	Student attitude
D	Q37 – Q51	15	Job satisfaction

The questionnaires were distributed using google forms. This method was simpler and systematic because each lecturer could fill out the form anytime and anywhere. Researchers could track the number of respondents that filled out the forms. The instrument used for finding the stress level was adapted from Teacher Stress Inventory [10], Self-Report Teacher Stress [11,12]. The questionnaire for job satisfaction level [13]. For questions on factor stress and job satisfaction, respondents were assessed on a scale of 1 (Strongly disagree), 2 (Do not agree), 3 (Not sure), 4 (Agree), and 5 (Strongly agree).

The pilot study was conducted to test the validity and reliability of the items in the selected questionnaire before the study was conducted. A pilot study was conducted on 30 lecturers of Temerloh Community College and Bera Community College. After being analysed using the software, the obtained Alpha index result was 0.799.

In this study, several processes were carried out to achieve the objectives of the research. The first process was to identify the respondent population. As described earlier, the respondent population comprised of 11 community colleges in the state of Pahang. Several factors were taken into account in choosing the design of the sampling method. Hence, the researcher used simple sampling not only because it was easier, but it also provided flexibility to any lecturer who had the space to fill out the questionnaires that were distributed. Next was to apply for permission from the Chief Coordinator of Research and the process of getting approval from PPI took one month. After the permission to conduct the study was obtained, the researcher began to distribute the questionnaires through the Head of Research and Commercialisation Unit of Temerloh Community College. The dissemination of questionnaires was conducted using google forms to facilitate the process of filling out the forms, as well as save time and cost.

Next, the information obtained was collected and analysed using the "Statistical Package for Social Sciences" (SPSS V. 22.0 for Windows). All of these questionnaires used a five-point Likert Scale with a score of 1 (strongly disagree) to 5 (strongly agree). To analyse the lecturers' level of work stress for each factor, it was done according to Table 2 below.

Table 2

Classification of stress levels and job satisfaction on Mean Score

Range Data	Stress and Job Satisfaction Level
1.00 to 2.33	Low
2.34 to 3.66	Moderate
3.67 to 5.00	High

This range was utilised to measure the level of stress experienced by lecturers through the two stress factors studied, namely workload and student attitude, as well as job satisfaction. By using this range, the researcher could determine the level of stress and job satisfaction experienced by the lecturers. This classifier also helped the researcher to compare her findings with the findings obtained by past researchers.

3. Results and Discussion

Based on the overall findings, this study has achieved its objective of answering the research questions based on the variables studied. The factors studied in determining the causes of stress were workload and student attitude. Of the two factors examined, the researchers found that the workload factor was the dominant factor and a major cause of stress. The mean obtained for this factor was

3.78. This was followed by the student attitude factor which was the second dominant factor with a mean score of 2.73. The results of the study prove that lecturers from 11 community colleges in Pahang experience stress even at a moderate level. Previous research on the level of stress in schools showed that the level of stress among teachers is moderate [14, 15, 16]. The results of a study on the stress levels of polytechnic lecturers also found that their stress levels were moderate [17,18]. A moderate level of stress is also felt by a lecturer at the University of Malaysia Pahang [19]. However, there is a difference with the lecturers of the University of Technology Malaysia who showed a low level of stress [20]. It can be concluded that the results of this study document the moderate level of stress experienced by educators. This is because educators are aware that they experience work pressure but should be wise to deal with or control it. This is so as not to affect their emotional and physical health.

The results of job satisfaction indicated that the level of job satisfaction among Pahang community college lecturers was moderate as the mean value was 3.04. When viewed by item, the highest mean was for the "My job is interesting and it makes me more interested in my job" item, which was 4.17. This showed that most lecturers were very interested in their careers. This situation might be due to the many tasks given which caused the lecturers to unearth the talents and abilities in themselves. This situation might also due to the fact that the lecturers in Pahang community colleges are heavily involved with challenging side tasks and are always faced with new tasks instructed by the institutions' administrators. In addition, for the hard work and commitment that are given, the lecturers will be rewarded and appreciated at the national and international levels. When appreciation is given according to the hard work that has been shown, then there is a feeling of satisfaction with the work done.

The results of this study are also the same as the study among Perlis Polytechnic lecturers who are at a moderate level [18]. However, in contrast to the low level of job satisfaction of Universiti Teknologi Malaysia lecturers [20]. While there is a study at Kolej Professional Mara (KPM) that shows the level of job satisfaction is high (21). A study on job satisfaction among primary school teachers found that their satisfaction was higher than that of secondary school teachers (22). Apart from that, previous studies also show that the level of job satisfaction among school teachers in central Melaka is moderate [23]. These studies illustrate that the level of job satisfaction in each institution is different depending on the environment and some other satisfaction factors that need to be taken into account.

4. Conclusion

This study shows that the level of stress and job satisfaction experienced by lecturers at Pahang community college is at a moderate level. However, lecturers need to be smart in dealing with stress. Lecturers can assess their stressful situations in both workload factors and student attitudes and further motivate themselves to work with commitment. The main element in driving institutions to achieve excellence in education, is commitment in the organization. Therefore, the Pahang community college administrators can formulate a suitable programme to address this problem. Evaluation and planning should be done to reduce stress and create a work environment that can provide satisfaction to lecturers [23]. A lot of studies like this have been carried by researchers from abroad and within the country, hence strategies to address this problem need to be formulated because lecturers are important assets in the development of the society and the country, therefore neglecting the welfare of lecturers is unwelcomed.

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